

The New Student

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Michigan and Wickersham

Should the university be carefully isolated from public life, or should it be a center of discussion for public questions? This issue has been sharply brought out at Michigan University.

The local branch of the League of Nations Nonpartisan Association requested the use of the Hill Auditorium for a speech on the League of Nations by former Attorney General Wickersham. The permission was denied, not, as was first reported, because the bequest of the auditorium forbade it, but because, as Secretary Smith said, *all university buildings at Ann Arbor are closed, and have been closed for years, to discussions dealing with partisan politics.*

The first protest rose from the faculty. A committee of the League, composed of Dean Henry M. Bates of the law school, Prof. Louis A. Strauss of the English department, and Prof. Bland Blanchard of the philosophy department, presented a petition to the Regents, the contents of which, for diplomatic reasons, are not yet known as we go to press.

The Liberal Club sent the Regents the following resolution: "Whereas, Mr. George W. Wickersham, former attorney general of the United States, has been invited by the newly-organized division of the League of Nations Non-Partisan Association, and whereas Mr. Wickersham is in no way interested in the question from a partisan point of view, and whereas, the Board of Regents has denied Mr. Wickersham the use of a University building for this purpose, claiming that the question is of a political nature and therefore contrary to the rules of the University, be it therefore resolved that the Liberal Club of the University of Michigan, which is pledged to a fuller discussion of and wider interest in political and social questions, considers the action of the Board of Regents an unnecessary discrimination and a flagrant violation of the purposes to which the institution is devoted."

Some faculty members defend the action. The whole discussion has been on a dignified plan, but has its amusing sides. One professor says: "I agree with the Regents! It is an unfortunate step, but necessary. For if Mr. Wickersham were allowed to speak, they would have no valid excuse for excluding the first jackass of a crank who came along and tried to air his views." Which seems to imply that the learned man doubts his power of teaching students how to discriminate between jackasses and statesmen. For fie, Professor!

Making Education A Student Affair

By JOHN DEWEY

Mr. Bertrand Russell has somewhere written to the effect that in reaction against the tendency of conservatives, who are attached to institutions as they exist, to capture the minds of the young in support of their doctrines, reformers often adopt similar tactics and try to utilize education to instill their pet doctrines. Thus the youth themselves "are not considered by either party; they are merely so much material, to be recruited into one army or the other."

These words seem to me to suggest the answer to the question as to what students can do to make education their own affair. This answer when expanded is that students should cut loose as far as possible from both camps, an emancipation that can be accomplished only as far as they make the development of their own THINKING their primary concern. As far as this policy is opposed to the policy of reactionaries who are afraid in general of any exercise of independent thought, and who insist in particular that the young are not competent to engage in it, it leans to the liberal side. But it fastens attention upon the fact that the only intelligent radicalism is that of thought which at least tries to penetrate beyond the surface of things and get at roots, causes. Any other "radicalism" is thoughtless partisanship.

There is of course no such thing as just thinking by itself. Thinking is a matter of the way in which subject-matter is observed and investigated. And it makes considerable difference in the nature and consequences of thought what subject-matter is chosen. Much that passes for thinking is hardly more than technical manipulation; it results only in specialized habits of thought, which, while they may be effective in limited fields, do not apply to the larger problems and issues of life. For this reason students who wish to make education their "own affair," not merely in college days but always, will find subject-matter that relates to social life most fruitful for their purposes. They will need to equip themselves with the materials and methods of more special fields, but they will also be alive to the bearing of these materials and methods upon the distinctively human issues of the present.

For the average student, the distractions and congestions that attend college days are more serious foes to such an education than any deliberate attempt of sinister influences to control beliefs. Thinking is work, and involves a certain amount of de-

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What May Students Hear Discussed?

As the University of Michigan
Answers It

By HARRY R. OAKES
University of Michigan, 1924

Recently the local, newly organized division of the League of Nations Non-Partisan Association of this university, invited Mr. George W. Wickersham, former attorney general of the United States, to give an address on the League of Nations. Inasmuch as a lecture of this nature would be of vital interest to practically all of the students of the university and many of the townspeople, it was quite natural that permission to use Hill Auditorium, the largest in the city, should be desired. When this was requested of the Board of Regents a point blank refusal was made on the ground that no speech of a political nature could be given in *any university building.*

The result of this regential action has been to raise a storm of protest from the faculty. While a few prominent members of the faculty uphold the regents because of precedent, the majority regard the restriction as unjustifiable and altogether unnecessary. It has been pointed out by leading professors of this institution that Mr. Wickersham has no partisan end in view, and that his address is to be purely academic and educational in character. One professor states that, "the university should encourage the discussion of public and controversial questions by allowing speakers of repute to lecture in university buildings," and "there is no doubt that Mr. Wickersham falls into this class, that he is well qualified to speak authoritatively on such an important issue."

The dissenting faculty members feel that if Mr. Wickersham were permitted to speak here there would be, as one professor has put it, "no valid excuse for excluding the first jackass of a crank who came along and tried to air his views." It is evident that if all universities proceeded on this basis there would be very little intellectual progress. Out of courtesy to the Board of Regents the faculty committee has not made public its report stating its exact position. This will not be done until after the next meetings of the Board of Regents which will be held during the last week of this month. It has been decided, however, that regardless of the Regents' ruling Mr. Wickersham will speak somewhere in Ann Arbor on November 2.

Curiously enough this battle for academic freedom is being fought between two conservative groups, the faculty and the

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Learning and Steel-Plate Attitudes

—Being a letter from a "school teacher".

By VINA WALZ
Rockford College, 1923.

The longer I teach, the more votes I cast for J. H. Robinson, who admits that democracy and education are failures. Day after day, my little flock of ironclads are shot through my classrooms, stiffen under some scattered broadsides of grammar, and punctuation; "Now, where is the verb, Lillian?", "what does the noun do, Raymond?" and they're not even dented at the end of a year.

Reserving the right to change my mind, I'd say now that the trouble with the college lies in the high school, whose terrible roots are deep in the grade schools. And that trouble isn't due to what the pupils are taught or not taught, but to the attitude, the steel-plate attitude they're permitted to acquire toward "education." Now this batch I'm herding this year isn't unwilling to learn, it's on the contrary quite resigned to being taught. Unfortunately they'll never be able to discern the difference between the two. Having been accustomed to "being taught" for eight formative years, it's utterly impossible that they should ever, as a group, learn a thing. You know the old joke about teaching a girl to swim? "Take her out where it's not too deep, put your hand gently under her chin."

"Aw, she's my sister."

"Well, why didn't you tell me that? Push her off the dock!"

And, ten to one, sister turns out the better swimmer. Haven't you found that when you were plumb pushed off into a good meaty subject, and given a chance, you double the skill you got from the one you were supported and dangled into?

No one teacher, nor any hundred, can change this awful passivity that comes to us. Having been held under the chin, they must yet be held, it's too late to push 'em off. But I do believe that a strong effort should be made to let students alone more! Every blooming activity they have is over-supervised. Not one club in the High School that wasn't faculty organized. Miss W— keeps dinging at a "Poetry Club", rather thinks it could carry a great mission, open new paths und so weiter; but I'm not going to be responsible for another ball on the chain that's dragging their initiative to ribbons. If a Poetry Club can do them any good, they'll ask for it.

Too much teaching, not enough learning.

Too many books, not enough studying.

Oh well, maybe I'm a bit pessimistic. No, I'll not try to be light about this. There's something tremendously wrong in our school system (why limit it!). We have well trained teachers, wonderful equipment, excellent organization, everything but education. I'm hunting for the reason.

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tachment from surroundings and of resistance to the pressure of their demands. Fortunately, while thinking is serious work it may also become an enlivening delight. But for most persons this is an achievement that has to be won; it does not come of itself. Hence one of the things that students most need to do in order to make education their own affair is to influence the standard of scholastic living till thinking becomes respectable rather than a suspected and covert undertaking. The thrills of partisanship are no substitute for the enlivenment that may thus be brought about.

WORLD COURT WEEK

The churches have learned not to despise the psychology of national advertising: World Court Week happens to coincide with Squibb Week. In our democracy, no better way could be found to focus attention on a serious issue.

The question for students is, will it "succeed" too well? We know many thoroughly informed people who are in favor of peace, but strenuously opposed to the Court. If these are right, it would be unfortunate if pulpit oratory and the appeal to "moral duty" would carry the day for the churches.

If "World Court Week" succeeds due to their efforts, the churches will have taken on themselves the duty of solving the tangled *political* questions of national sovereignty (not so simple), of technical arrangements, of the connection of the court with the treaty of Versailles, etc., etc., etc. They must profit from their experience with prohibition.

The slogan, "Law, not War" is good; but there is a whole philosophy of jurisprudence trying to find out just what law is.

The main job is for *students*.

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Regents. Usually, such outbreaks occur between the students and the faculty. It is therefore a source of amusement to interested students to see, as it were, the "rogues fall out."

With the exception of several letters from graduate students and a resolution of protest drawn up by the Liberal Club of this university, there has been little interest shown by the student body. One of the graduate students, who sent his protest in the form of a letter to the Michigan Daily, views the affair as a "radical mistake" on the part of the Regents, "which if not corrected will injure Michigan as a university." This man further points out that, "The point is that the League of Nations Non-Partisan Association wants to use Hill Auditorium for the purpose of lifting the League controversy to a plane of intelligent scientific treatment, and that the Regents stand in the way, by reason of a form of intellectual cowardice peculiarly unfortunate in the governors of a university."

Signs of the Times In Our Colleges

Good, healthy, public opinion columns in college papers would seem to indicate an alertness and a critical attitude among readers. Particularly spirited is the "Growlery" of the "Vassar Miscellany News". With delightful frequency it rises above the usual splutter about abusing library privileges, quiet rules, and other weighty questions which sometimes baffle college opinion. Lately it has entered the ever enlarging protest against compulsory chapel attendance. This is something which colleges are discussing quite widely and for which we have not, as yet, located any defenders. It is interesting to wonder whether outbursts will merely wear themselves out or result in some sort of action.

One of the lustiest of Public Opinion Columns is that of the "Purple Parrot" of Rockford College. In it a few daring souls are questioning the necessity of one of all colleges' most cherished habits—the Annual; they have even declared that this precious book is extravagant sentimentality. This same column is criticising the policy of an Honor Society which makes grades its only requirement for admission. There is a rumor about "outside activities," "leadership," etc., being equally necessary qualifications for entrance to the presence of the intellectually elect.

An exhibition of the realization of individual rights was recently to be seen at Valparaiso, Indiana. The Juniors of the University Law School issued a proclamation declaring that after a certain Monday night, all Law Freshmen should wear black hats—(We beg there be no remarks about mourning!) When the "Torch," Valparaiso's paper, came out on the following Wednesday, no black hats had as yet appeared. The "Torch" was quite put out about it because this sacred proclamation "appeared to be a great joke to the Frosh." It advises that if the recalcitrant Freshmen will not soon "bow their heads to the superiority of the upper-classmen," something drastic should be done to "decide the matter." May one suggest that the other classes do "hats" to the Freshmen of the Law School?

New courses are popping up all over. Yale offers "The Growth of Self", "Human Learning," and "Human Differences" to those who have become interested in the absorbing task of considering just what a human being is.

Under the rather mysterious title "Euthenics," Vassar is installing something which, from the article introducing it, we judge to have domestic connection. The article says: "The male, however, is too intolerant to be a successful cook for any length of time. Those little tragedies which occur in the best regulated kitchens, tragedies which it is the pride of every woman to overcome, rankle in the manly throat. Therefore, woman, because she is tolerant, has become the cook of humanity". This is really quite revolutionary! The article continues: "Marriage is the most popular vocation of college graduates. And yet the four years which at home would be spent in acquiring a working knowledge of the

home, have been passed in college entirely devoted to the most extraneous subjects." Truly Euthenics seems most timely.

Some students at Mt. Holyoke have lately become quite perturbed over the unfortunate reputation which American students have acquired abroad. "The American student is incapable of serious thought," "The American student may be called on for any amount of money, but not for thoughtful consideration of important affairs" report the students who attended an international conference at Peking. These people back their statements by personal experiences in American Universities; big stadium always full, speeches not well attended; Professors discouraged over apathetic attitudes, etc., etc. The "Mt. Holyoke News" vehemently denouncing the charge, reports the students' response to it: a Current Events Committee has been organized to keep world happenings before the student body. "We will no longer have the excuse of saying we never think to read the papers. Current Events will become part of our daily lives. We will hear them in Chapel once a week, and we will stumble over them in the form of posters in the Post Office corridor". At least this indicates activity. Being deluged with news items need not necessarily arouse a social consciousness or stimulate creative intelligence, but the realization that these things are lacking may do so.

Investigating the Work-Students

Last year there was a great deal of discussion among both students and members of the faculty as to how much outside work an average student should do. The question was also raised as to whether or not the students who work outside do as well in their class work as those who do no outside work. No attempt was made to get at the real facts in the case, although both members of the faculty and Student Council talked of making an investigation.

This year an attempt is being made by one of our graduate students to find out how the working student compares with the non-working students. A great deal of information will be necessary, and the only way in which this can be obtained will be through the co-operation of the student body. The results should be of interest and value to both student body and school, and the investigation should be supported by all of those who are asked to volunteer information.

Akron Buchtelite

Book Store Yields \$2,000 Surplus

The Board of Directors of Akron University recently appropriated \$1200 to the Alumni Association and \$800 to the school band from the accumulated profits of the University book store. This store is owned and operated by the university, managed by salaried clerks. No attempt was made to build up a large balance, but during several years a large fund accumulated. Realizing that this money belonged to past and present students, the Board of Directors appropriated it to the above two organizations.

What's Wrong With Arthur

(Taken from an article in the New York Times, March 11, 1923.)

By a College Instructor

"You gave my boy Arthur an F in English composition and I wonder what is the matter? He says he has been studying very hard, and he is a truthful boy. If he does not learn to write correctly he will never succeed, and I am worried about it. Please tell me what you think is wrong with Arthur and what I should do?"

Every college instructor has received such letters, and has answered them with vague politeness, expressing his fervent interest in Arthur's progress, and his belief that what the boy needs is "closer concentration", or "further drill in the mechanics of expression."

The other night, I found myself addressing to an imaginary father an imaginary letter which told, for once, the complete and unvarnished truth. The letter would not, of course, serve for all cases; but it might almost be kept as an office form to be sent a certain type of boy. Here it is:

"I 'flunked' your son Arthur in English because his work was illiterate and because he never attempted to improve it. Even if by the end of the term he had become able to write with reasonable correctness, I could not have given him a passing mark, for he would never have been able to use English as a medium for the expression of ideas. This must seem to you a harsh judgment, and you will wish me to explain it.

Boy Hardly a Student

"Arthur, like everybody else, is the product of heredity and of environment. As to his heredity I can only guess, being ignorant of what lies back of him. He seems to have inherited a sound and healthy body, together with a good stock of characteristic American virtues. But something is wrong with his brain. I would not call the lad a defective. He responds to crude stimuli, and can perceive certain obvious similarities between things. He lacks, however, that power to make distinctions which is the basis of logic. To define a term and to keep a central point of view in classifying a body of material are for him impossible feats. He cannot stick to a subject, arrange his thoughts in coherent order or apprehend relations of cause and effect. The boy is therefore inhibited from creative study—the only kind of study worth while.

"These faults may of course be partly due to bad education; but no education, however bad, can entirely deprive a human mind of all constructive power. With Arthur thinking is so evidently a painful and unnatural process that I must regard his hereditary mental equipment as deficient. You will say that it is the business of the instructor to cure these defects. But education is merely guidance in self-realization. Its fruits are Dead Sea apples when the self is not worth realizing. Education cannot

turn a poor mind into a good one any more than it can turn a good mind into a poor one.

"But has environment no power to influence heredity? The right environment could not have given Arthur a different basic equipment, but it might have enabled him to make better use of what he had. Ask yourself, then, to what environmental influences your son has been exposed, remembering that the most powerful of these influences are to be found not in school or college, but in the home.

How was Arthur Raised?

"Has Arthur ever heard you express a broadly rational conception, ever joined with you in any fine sport of the mind? Have you brought him up on noble legends, read Shakespeare to him before bedtime? When he awoke, did his eyes rest on beautiful pictures? Did you ever take him to an orchestral concert, or to a really good play? Your son's face and actions and speech have already answered these questions for me. You have stuffed his mind with dull platitudes, have done everything you could to convince him of the impiety of original thought. You have crammed his soul with ugly chromos, jazz, movies, yellow newspapers and sensational magazines. You have addressed your son every day, for eighteen years, in ungrammatical, ill-chosen and fumbling words. Yet you do not blush to toss him to me with a 'Here! Make a scholar of him!'

At the large high school to which you sent him, the pupils were given not a liberalizing education, but a narrow training designed to prepare some students to meet specific vocational situations and others to answer specific college examination questions. Arthur never discovered in high school that the mind is more than a passive factor in the learning process. Instead he received the impression that text-books contain the answer to every question, and that the student need only memorize these answers in order to have a grasp of a given subject.

Out of His Element

"Arthur is unable to account for his presence in college. He is perplexed when I question him on the subject, because going to college seems the obviously conventional procedure. The burden of proof, he feels, is on me. Why should he not go to college? He speaks of the practical importance of an education, and with his next breath proclaims the uselessness of all that he is studying. The explanation on which he falls back is the value of a vague abstraction called "college life". No doubt you have assured him that "college life" is a great thing. I wonder how great it really is.

"Or do you believe that your son will graduate with a stronger, more manly character? My own observation has been that college makes the strong boy stronger and the weak boy weaker. Arthur is a weak boy. I do not mean that your son will be seriously corrupted; he is perhaps not sufficiently avid of experience for that. He will, however, develop a habit of sniggering and leering at sacred and beautiful things,

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“The New Student”

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THE MESSIANIC DELUSION

Our commonest American foible is the idea that we can play the Messiah and save someone else or the world. The Forum is often asked by contemporary organizations why it has no definite plan to improve things. The answer is that we do not yet feel superior enough to our fellows. All we know is that as students we had certain dissatisfactions; that other students seem to have similar ones, and that still others without much outside suggestion seem to be showing the first signs of dissatisfaction. This implies that they can imagine something better for students.

We can't tell exactly that is coming. Were we to formulate what we now think into a plan and try to impose it on our fellow students, and above all, on educators, these would rightfully resent it because the plan would be abortive. So we are simply helping along our fellow students who of themselves feel pretty much as we do, mostly by giving them a chance to express themselves. When there is a common student consciousness which reaches across from campus to campus, and includes a sufficient number of thinking students, any action will shape itself. And it will be far wiser than anything we could impose from an office.

All of us intend to leave this work in a short time; that is, just as soon as we feel that we are no longer really students. We do not expect to continue as Messiahs.

Barnard Council Protests Deportation

At a meeting on October 8, the Barnard Student Council voted to send a letter to Chancellor C. S. McGowan endorsing his protest against the deportation of seventeen foreign students from the American International College at Springfield, Mass., in case the only grounds for deportation were that these students were in excess of the immigration quota.

“Progress is often a fact, but belief in progress, progress as a religious faith, like belief in fate or the number 3, is sheer superstition.”

—George Santayana.

COLLEGE HUMOR

Including our Babbitt Column

Northwestern editor was suspended for printing the phrase, “Oh God, I don't see why it's done?” He probably doesn't see yet. *Wisconsin Cardinal.*

The Latest in Menaces to College Young

“The bane of our present age,” wrote Dr. Smith, “is lack of restraint and guidance among the young, the inexperienced, the lawless and the criminal. This is shown in the loosening in every form of restraint, parental, traditional, conventional, institutional and legal, and by a widespread revolt against all forms of control.”

Every institution of learning, Dr. Smith declared, is fighting for its educational life against the absorption and diversion of time and attention produced by the growing multiplicity of so-called “campus activities.”

“Of all the minor hindrances to study,” he went on, “the possession of an automobile is one of the most effective as well as the most fascinating. I am sure therefore that for a parent to allow his son to keep an automobile is almost as dangerous and as unwise as to keep him oversupplied with pocket money.”

New York Herald.

Original Idea of the Week

Today E— College will see its first football history enacted! Today our loyal and enthusiastic group will urge on our fighting team to victory! Today a multitude of football fans will back up the college team which will make history for its Alma Mater and for E—ville! And we can rest assured that the cohorts under the standard of the Purple and White can feel proud in the assurance that its team will battle valiantly, squarely, and loyally. Etc.

College Paper.

A Religious Revival?

The discovery of the presence of three Freshmen in Chapel one day last week has confirmed Dean H—'s contention that interest in religion and in the ministry is developing at C—. The authorities are awaiting the reappearance of the trio before predicting a complete revival.

Contemporary.

More Little Babbitts to be Made Here

A course in Freshman Ethics is to be given at G— College this year. The course will consist of lectures on such subjects as the history of the college, morals, pep, sportsmanship, hygiene, honesty in the classroom, loyalty to the college and its ideals, and other phases of college life.

Another.

What do you think of page 5?

WATCH FOR THE ATHLETIC NUMBER

PROFESSOR OGG ENDORSES SCHOOL POLITICS

“Student politics are very valuable if they do not consume too much time,” is the opinion of Director V. A. C. Henmon of the school of education and Prof. Frederick A. Ogg, of the department of political science at the University of Wisconsin.

“Some of the problems and part of the political devices of the university life are exactly the same as those employed in state politics,” says the latter.

The “Daily Cardinal” is in favor of more realism and less log-rolling in school politics. “It might be well to grant, in the beginning, that there are two offices in each class that are essential,” says the editor: “that of president and that of treasurer, and in the senior class, of course, that of secretary. But just what a good secretary does to the three lower classes or a sergeant-at-arms does to any class is a question. As for the vice-president, that position could very well be combined with the treasurership. The other offices, as any campus politician must admit, are used simply to make it possible to get up representative tickets. Other than this, the offices . . . become mere figurehead positions. Thus they are not an activity, they are quite the possite, *simply an excuse for a student who thinks he is an activity.* If the candidates work for these offices only because they want to enter an activity, let them turn their attention elsewhere, for there are all too many openings for students desiring to do work outside of the classroom, and work that stands for something.

You say that these offices are fixed traditions. At the University of Wisconsin, as is the case at almost every other state university, *there really can be no such thing as a fixed tradition.* Editorial writers may spread ink about traditions to the end of the chapter, but to little avail. Figures that have been compiled by a former business manager of the university show that not one half of the number of men who enter here as freshmen ever graduate and that not one half of the men who graduate enter as freshmen. With students thus entering and leaving all along the course of four years, with only a minority staying out the entire course, there really is little chance of establishing firm traditions. How then can these non-essential offices be fixed tradition on the Badger campus when matters decidedly more important are far from firmly fixed?

The third argument is that class spirit is maintained better and more easily by the existence of these offices. Nothing that is useless, however, can very well maintain spirit, and unless members of the various classes are blind, they must recognize the uselessness of these figurehead positions. Their very absurdity would tend to break down class spirit rather than build it up.”

Columbia and Professionalism

By WILLIAM ATLER BALCH
B. A., Columbia, 1923.

On the editorial page of THE NEW STUDENT for October 20, 1923 is a paragraph entitled "How to Succeed". You invite comment on this article and I wish to extend my most sincere appreciation of your excellent judgment in doing so. The article needs it, for as it stands, it is misleading.

The reasons why I think it is misleading are numerous. First, it appears in a magazine that is avowedly the product of the intellectuals and "freethinkers" in American colleges. Hence the statement that a college fellow had his tuition charges deferred because he was going to play football might be taken to mean favoritism unjustly shown him. I say this because there is a tendency among intellectuals to put their efforts against any move toward the professionalization of college athletics. I do not believe in professionalized athletics myself nor think this an example of carrying out such a policy—but without further explanation, this is very apt to be the impression many will get. Secondly, the fact is stated that "Several people who had the most various reasons for further deferment were denied their requests" while the football player was not. Here again the whole truth is not told. One gets the impression that football playing is the only sufficient reason for deferment of tuition. Also it might be imagined that some of the others might have had very good reasons. But these reasons are not stated so their relative merit in relation to the one stated cannot be ascertained.

Injustice to Columbia

Thirdly, the paragraph is a direct hit at Columbia. This is both unfair and a belittling of the ideals that your paper should stand for. I mean by this, that one may think and perhaps many will, that this is an example of the way Columbia professionalizes football. Being a member of the class of 1923 Columbia College, and from what friends of mine have told me of getting payment on bills deferred for other than athletic reasons, I can say that this paragraph does Columbia University a grave injustice.

Then, Columbia's policy regarding tuition payments is different from that in other colleges. I know of one place where the bills are sent home for payment within thirty days and nothing much is said if the bill is not paid for nearly two months. Such a situation as that stated would not arise at this institution, but since it does arise at Columbia, its publication broadcast and without comment is decidedly misleading.

Another thing to think about is the football man's chances for earning money while giving his best efforts to football. Surely if a man is able, it should be made possible

for him to play on a football team, the team which in the eyes of the public stands for the vitality of the college.

This last statement about football can be shown to be true in two ways anyhow. First, it shows the physical development and mental development of men in the university. This I am happy to say is true at least of Columbia through the assistance of our very excellent Physical Education Department. Physical Education is required of all men during their first two years and every man must learn to swim. Our football team is the expression of this fine work that goes on continually and does so much for the intellectual development of the University through keeping the men fit.

Then the football team represents the vitality of the University in another way. It shows a realization of the trend of the times and the far-sighted policy of the leaders in keeping the University in touch with them. In these days of great Stadiums and monster crowds why shouldn't a University realize their presence as a factor in modern life? One studies the classics, and certainly they need to be studied today, in order to be able to face the world. Now football and the sportsmanship which it develops is as vital for an individual who lives in 1923 as the classics. It helps teach him how to play the game of life.

Football is something of a science which takes headwork as well as brawn, so is modern business. Through athletics one learns how to deal with other men. This one must know unless one is going to spend his life as a research worker which is a laudable career but limited to a few.

So why under the name of heaven condemn a University that makes it possible for a good man to represent it in one of the greatest of our national institutions? My advice to any intellectuals who are going to "shoot a line" about the professionalization of college football is to investigate the case. I should also recommend them "bumming" their way to some game away from home and cheering themselves hoarse, sticking behind their team whether she wins or loses. Then as they come home sleepy and weary, and perhaps cold and wet, they will realize how much enthusiasm as well as calm reasoning is necessary for a great nation like this to accomplish something. Football gives us the invaluable experiences of hope, struggle, loyalty and accomplishment or disaster—may great intellectual progress be the result of the spirit which it engenders in us through these emotional and intellectual crises.

AND WE SAY:

Having just returned from a bumming trip of about two hundred miles undertaken to see the football team from his own college win a close game, and having barely kept a sleepy driver on the way back from climbing all the telephone poles in sight, the editor pleads not guilty to any charge of being an intellectual not interested in football. No doubt such intellectuals exist, and half of what they say against football teams is privately meant to convey "what great and superior beings we intellectuals are as compared with those rough-necks."

Now the first part of our correspondent's article charges us with misconstruing the case at Columbia. We reply that he has unwittingly read into the account much that it did not contain; that we meant no more than was said. We reported carefully that "several people who had the most various reasons for deferment were denied their requests;" that the requests of the prospective football player muttered through the side of his mouth was granted. We did not say that Columbia broke any rules; but the case does prove beyond a doubt that the hurdles were lowered for the football player, and that what was made *difficult* for most students was made *easy* for him. Nothing further is needed to prove how the colleges and student bodies have come to prefer the football player at every turn; and the habit has become so universal that most of the time it is perfectly *unconscious of itself*. Football men, if made aware of this, will be the first to demand a change.

For More "Professionalism"

Speaking of football, why not follow the suggestion of the "Columbia Spectator" in its "Off-Hour"? Here it is.

"Change Coaches Here"

Some striving souls have performed an operation on the University. They have successfully removed a bit of humor from its system and substituted a bit of professionalism. They have have erased a landmark and expect the road to stand out clearer. They have obliterated a mellow, human spirit in deference to the great gawd, Efficiency in Everything. Their crews, they say, do not move faster than other crews in the mad human race. More speed, speed, and only speed! Out with Rice, in with another! Only let's go faster, faster! Let's beat Yale, Poughkeepsie, Heaven, Hell, Damnation!

Well, why don't they put an engine in their shells?

The taint of amateur professionalism grows on our colleges. Well-proportioned alumni sit in downtown clubs and grow excited and ashamed should Alma Mater's teams not stand head and shoulder as super-teams among teams, while millions look on and cheer. So they are willing to go to any lengths to produce enormity of stadium and teams that always win. Which does not bode good for amateur sport. Why not turn the University over to courses in

The New Student

European Agent

HANS SELIGO VERLAG

OETZSCH B/ LEIPZIG

athletics and make education the extra-curricular activity?

* * *

Then we should read in our morning "Spec": "Owing to the poor showing made by his squad, Coach John ("Jack") Erskine was asked to resign his post as mentor of poetry. Columbia poets, during the past two years, have enjoyed nothing but failure, and when slated to meet the Violet in the last encounter, the team showed lack of lyric imagination and displayed a rudimentary brand of iambic pentameter. Coach "Jack" Erskine, it is rumored, has accepted a \$200,000 post as mentor of the Hawaiian Wesleyan Rhymesters, where, it is expected, he will make good."

* * *

Or: "Developing a sudden display of power, the philosophy team of the Buff and Brown Mauve overwhelmed the forces of the Blue and White by resorting to the famous paradoxical play of the Neo-Kantians. Although it is his first defeat of the season, Coach Edman is expected to turn in his uniform and seek the air." (Cf. Debate Teams—Ed.)

* * *

Or: "Through a stroke of fortune, the generous alumni have succeeded in placing Joseph Snickleshaft in Columbia. He has a nation-wide reputation for skill in tackling a shifty Integral Calculus problem and he should prove a solution for the "chestnut" which has been troubling Math Coach Hawkes this year. "Terrible Joe", it is rumored, is doing it for only four thousand a year. Hawkes, of course, will get the gate, should his team fail to win their Phi Beta Kappas."

* * *

Football Improves Curriculum

Yes, as Mr. Balch and the "Spectator" say, there is much in favor of football. The former thinks that after all football men should be given a chance to play without having to take the time to earn money for their expenses in the meantime. Now that seems to be quite reasonable. Stadiums and bands really are a part of modern American civilization, and the highbrow attitude of scholars who would like to ignore them is somewhat painful. As shown above, nothing can be better in a college than a football team to remind the dry-as-dusts of the real life around them, and how to teach it.

An Honorable Occupation

A frank and useful attitude would be for every college to establish football scholarships and allow the players to earn their expenses in that way. Can any reasonable man point out any difference between this method of self-support and waiting on tables, driving street cars, selling useless books, or otherwise supplying a demand of our civilization? Compared with these, football is a valuable occupation.

Imagine what would happen if colleges would hire their teams outright. The receipts warrant it. The players could be assured more regular hours, and their expenses. They would be no whit less heroes than they are now, and would be freed from

suspicion. They would be taught to play together like nothing more than a machine in the hands of the coach, and left free to do their thinking elsewhere. (See the papers about the Harvard system, etc.)

Better Boosting

The boosting associations and the alumni associations would be enabled to show their relative financial strength quite definitely, just as, for example, New York in the baseball leagues turns out winning teams because of its financial resources. The ordinary students would be relieved from much of the work they now do in writing to acquaintances and trying to get them to come to their respective schools and play, because this could be done by professional scouts.

Enthusiasm for the Nation

It might be thought a disadvantage that only the professional players would learn the game of life, and how to handle men, from the best football coaches. But it should be remembered that the student body can co-operate from the grandstand and thus learn the enthusiasm necessary for the Nation, which in this democratic civilization must also learn to follow its hired political men without question, as they push pigskins back and forth. This lesson is already being taught in the big leagues. The people in New York, Chicago, and Cleveland have nothing whatever to do with the success of the professional baseball teams of those cities; nevertheless, they are enthusiastic fans at the games.

The public would also be benefited, because by means of the games, the least educated ditch digger would be able to judge the vitality of the best colleges.

Why not fully "professionalize" football?

D. P. H.

The Young Worker and the Student

By MARTIN ABERN.

Executive Secretary of the Young Workers League.

Mr. Abern here accuses students of thinking as they do simply because they are "bourgeois." Well, perhaps the reason he thinks as he does is simply that he is a "proletarian." What concerns us is the question why, in our civilization, there is such a thing as a proletariat and what is there in our industry that makes it natural for large numbers of workers to shout "Revolution"? It certainly is not done out of pure deviltry.

The worker has no perspective; he is part of the works; he cannot see himself objectively; therefore he automatically sees only revolution.

The student should have perspective. He is interested neither in killing off capitalists nor workers; his job is to let both capitalist and worker know he understands

them and knows why subjectively they act as they do; but at the same time that he, as the only objective party to the whole controversy, is ready to adjust differences. It is because this understanding never comes out of text-books that THE NEW STUDENT tries to get you acquainted at first-hand.

We hope there will be many replies to this article from our readers.

To the university or college student radically or revolutionarily inclined, it may not be a pleasant feeling to know that the industrial and agrarian workers, young and old, do not have an unbounded trust and faith in him. It is easy to imagine that the intelligentsia are rather indignant thereby and are of the opinion that the workers are most unfair and unjust in their distrustful attitude. Perhaps they are right and the workers wrong. Certainly it can do no harm to discuss the relation of the radical college man or woman to the worker and see if a more congenial rapprochement can not be reached.

The editor of THE NEW STUDENT, quotes these statements from an article of the writer in "The Young Worker," organ of The Young Workers League of America: "A young worker in the league is worth more than two students", and "in the universities and colleges, headway (that is, revolutionary headway) is but little." Perhaps the validity of those opinions is questioned.

So far as concerns the relation of the revolutionary young worker in America, in particular the young communists, to the students, intellectuals, so-called brain workers or what you will, The Young Workers League of America, the organized expression in this country of the young communists, has a definite concept.

Can the young workers and the university or college students ever be expected as a whole, to be in the same camp? Yes, in the camp of reaction, conservatism, of capitalism if the young workers are still "fed up" with the poisonous slush of capitalist thought. No, not as whole social units, if the young workers realize a class-consciousness, that is, a consciousness that there is only one class that is right, the working class; and that whatever mistakes the workers make in their struggle for workers,—brain and manual—control of the means of production and distribution, nevertheless, the working class is the only class that can realize the needs and ambitions of the workers socially, physically and culturally.

It would take too long here to go into detail on our views of why capitalist society is doomed; nor is it entirely necessary for our purposes here. Suffice it, that, as a consequence of the class struggle and the form it takes, we of the Young Workers League see only one way out of the hell, misery, and poverty produced by capitalism. And that is for the producing class, the workers, farmers, scientific men and women, young and old, to take over the power of government to the end that the ownership of the means by which we live can become the common ownership and property of the producers.

Students Largely Bourgeois

Now all this may seem a long way off from the matter of the relation of the university student to the young worker. But to us it seems the crux of the problem.

The university or college man or woman is, statistics show, found to be one who has not come from the ranks of the proletariat. He or she is, most likely, if not from the first layers of the capitalist class, from the comparatively well-off middle class, a class which is very closely bound for its economic existence to the large banking and industrial interests. Moreover, in its striving to climb the social ladder, this middle class imitates the manners and ways of the "gods" of successful business. The ideas of the "arrived" become the ideas of the "hoping to arrive". The sons and daughters of these parents are protected from the abuses and ills of the harsh industrial world. The parents, very often men and women who have struggled hard to attain such comforts as they did, consider it their highest duty to see that their children do not have to undergo the rigors of life they have. These sons and daughters are cloistered in an environment so purely their own, and so little susceptible to outside influences, that a nunnery, we think, is almost, in comparison, a wide, open ball-ground where all classes get together. Sociologically, they are the petit-bourgeoisie, with all the narrowness of mind, prejudices, etc. that go with something of social and economic security.

Sympathy Not Enough

And certainly, we think, for these men and women, to be able to appreciate the conditions, the life of the workers, of the millions of young workers, aye, children, from six years up, toiling in mines, factories, mills, fields, is virtually impossible. Perhaps they read about the hard lives the workers and their children live; and they think they feel for the lot of the workers. But sympathy doesn't mean anything to the young worker slaving away somewhere for eight, ten and twelve hours a day. They want actual co-operation, union organization, fellows and girls ready to walk out on strike when conditions demand it, and fight it out, though it mean cold and hunger, till they have won.

Often it chances that the young workers, boys and girls, are employed in the shops, mills, factories of the middle class fathers of the students. Then it is even more hopeless to believe that the sons and daughters of these youth-employing fathers, will even consider that there is anything wrong "in this best of all possible worlds". Economic security has come home to roost.

It happens, as it always has happened, that a few from the economically and politically protected property-owning classes, from the middle class and even from the high caste of political rulers, will come to a remarkable realization of the nature of capitalist society, will understand its development thoroughly, and will join the workers' revolutionary or communist movement for freedom from capitalistic exploitation and slavery.

"Changed" Intellectuals Not Sure

But more commonly, those "intellectual" elements who join the working class move-

ment (of course I speak with all the prejudices of the worker—that there is no class but my class) have been hit by an economic upheaval, or have been emotionally stirred by the strong arguments of a communist proselyte, etc. and join the working class organizations. But in doing so, they do not come with a full understanding of all its implications. Not intellectually sure of their change, they bring with them, whether they recognize it or not, the prejudices, the mental restrictions of their former middle class environment. It is not their fault; it is so. They cannot adopt the relentless attitude of the young worker, of any worker, toward the boss—that it is "I win or I lose." Perhaps the employer is a good fellow personally and that makes a difference to the intellectual recruit to the ranks of the revolutionists. He cannot very easily see the attitude of the young worker who doesn't give a snap about the boss' personality or goodness. The boss is merely a symbol of a system and it is the system of robbery that the revolutionary young workers are out to destroy.

Student is "Educated"

Then, too, the university recruit comes with a feeling, however he may try to toss it aside, that he is "educated", he knows something, he feels that he ought somehow to be looked up to. Well, young and old workers alike accept leaders, will stick to them if they serve their interests. But they are not hero-worshippers.

Briefly, the university recruit is not a sure "sticker." His economic interests are in most instances not identical with those of the young workers. An immediate change in the social system is likely to affect him adversely in an economic and social way. He does not, hence, adopt that strong, determined attitude of the young workers who know that under capitalism, they have nothing anyhow but a miserable and futile existence. The young workers have nothing to lose by wrecking the capitalist system and establishing a communist government, striving to build a social order for the producing class.

At such a time, the intelligentsia, with rare exceptions, are not dependable, and for the most part join the counter-revolution. In Russia, where more than in any other country the students were supposed to be revolutionary, we find that at the time of the Bolshevik revolution, the students played true to their vacillating character, their position in between the main classes, hesitated—and then joined the counter-revolutionists.

Workers learn their lessons through bitter struggles and experiences. They learn that the capitalist class is the enemy to overthrow, if their lives are not to be forever drab and miserable. They learn that certain elements in society, say the intelligentsia, are unstable, swinging first to one side, then to the other. And being realists, they accept them for what they are worth.

So far as the Young Workers (communist) League is concerned, it rejects no one. It welcomes the university man or interests are with their class, and they will be true revolutionists. But it also knows their weaknesses. The young workers, with

everything to gain, with nothing to lose, can be depended upon to think and to act straight.

Blood and bone of the workers, their interests are with their class and they will work and fight to the end for their class. And because of that, we say, "A young worker in our league is worth more than two students." Into the ranks of the revolutionary communists, university men and women! Come in! Think and act like the worker and then we will all go united into the battle against capitalist oppression and misery and strive for the day when all shall be workers and producers and all will be free!

WHAT'S WRONG WITH ARTHUR

(Continued from page 3)

a habit to which a little genuine sin would be preferable. Your boy will probably not be ruined by college, but he will not be greatly ennobled by his experience.

Poor Sort All Around.

"And so into Arthur's world of 'college life' I burst with the stern claims of scholarship. To him it is a game, a rather dull game. He tries to conceal the fact that he is not studying, and I try to catch him. If I gave him a passing grade, he would boast to his fellows of his talent for bluffing. Since I won this curious contest, however, he thinks me a cold-hearted tyrant. He wants me to raise his mark, arguing that his work for the Varsity Show entitled him to a special dispensation. Has he not been serving Alma Mater? If only you had taught him to abide by the consequences of his decisions!

"I conclude that you have cast Arthur for a role which he cannot play because you are the victim of certain widely prevalent delusions. You believe that every American boy should go to college, whereas only a few American boys should go to college. You believe that education can remove fundamental defects of heredity and the results of adverse home environment, whereas it stands powerless in the face of such obstacles. You believe that liberal studies are intended to increase earning power, whereas they are intended to illuminate the mind and spirit. You believe the "college life" has great educative value, whereas most of the activities included in this term are forms of play under pompous and wasteful disguises.

"If you have followed me thus far you should be in no doubt as to what to do with Arthur. Remove your son from college and set him to work at something within his powers. College education is an initiation into the life of reason, and this life Arthur will never lead. In certain forms of business, however, he would be successful; would become a prosperous, happy, useful and respected citizen. There is nothing undemocratic in reserving opportunities for those who are qualified to take advantage of them. When you, and men like you, realize the foolish wastefulness and cruelty of forcing advanced studies upon the Arthurs of the nation, the American college will be able to turn unhampered to its proper task of developing the talents of the talented."

The Goslings

A Study of the American Schools

INTRODUCTORY.

Life has given you one of its precious treasurers, a child; a body to nurture, a character to train, a mind with endless possibilities of growth, a soul with hidden stores of tenderness and beauty—all these are Nature's gifts. Modern science has shown that within the child soul lies magically locked up all the past of our race; and it is evident that within it lies all the future of our race. What our children are now being made is what America will be.

You send these little ones to school. Twenty millions of them troop off every week-day morning, with their shining faces newly washed, their clothing cleaned and mended. You bear them, you rear them, with infinite pains and devotion you prepare them, and you feed them into the gigantic educational machine.

You do not know much about this machine. You have turned it over to others to run. It is there, it is big and impressive, and you are impressed. Every year you pay to maintain it a billion dollars of wealth which you have produced by real and earnest toil. You take it for granted that this billion dollars is competently used; that those who run the machine are giving your twenty million children the best education that fifty dollars per child will buy.

The purpose of this book is to prove to you that the "invisible government" of big business which controls the rest of America has taken over the charge of your children. In the course of a public debate, held at the Civic Club in New York City in May, 1922, Superintendent Tildsley, head of the public school system of New York City, made the statement: "I do not know of any school system in the United States which is run for the benefit of the children. They are all run for the benefit of the 'gang'." This statement, made upon the highest possible authority, is the thesis of "The Goslings." Come with me and let me show you what is the "gang" which runs the school system of the United States; how they got their power, what use they make of it, and just what this means to the bodies and the minds of your twenty million little ones.

UPTON SINCLAIR

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EXECUTIVE COMMITTEE MEETING OF THE NATIONAL STUDENT FORUM

Saturday, October 20th, 1923
at 2929 Broadway, N. Y.

Present

- Louise Rosenblatt, Barnard
- Mary Steichen, Vassar
- Helen Parsons, Vassar
- Gertrude Knapp, Swarthmore
- Justine Wise, Barnard
- Meta Hal'parn, Barnard
- Eugene Corbie, City College of New York
- Henry Van Deusen, Union Theol. Sem.
- Dr. Joseph K. Hart—Faculty

Officers

- Eleanor M. Phelps Douglas Haskell
- Lenore Pelham George Pratt
- Beatrice Cohen

George Pratt took the chair and called the meeting to order at 2:30 P. M.

1. Discussion of the editorial and business policy of The New Student 1923—1924: Douglas Haskell and Lenore Pelham gave a resume of plans and accomplishments for The New Student for the coming year. Criticism of present policy was urged. It was felt that The New Student should focus its attention upon the American student's own education rather than keep its field as widely diverse in interest as it had previously done. Members of the committee felt that "educational" problems did not exclude any discussion of political, economic or social questions in which students might be interested. The importance of securing contacts in various colleges; the necessity of having students throughout the country contribute their ideas to The New Student was emphasized. Those members of the Executive Committee who are still in college were asked to keep the paper informed of any situations arising in their own colleges. The general student attitude was discussed and doubt was expressed whether the students realized the absence of academic freedom. It was considered the part of The New Student to stimulate such a realization rather than take it for granted. Dr. Hart suggested that the officers of the Forum form a committee to do research work on education in order to be certain that what appears in the columns of The New Student is factual.

II. Consideration of the resignation of Mr. Charles Denby, Jr., present chairman of The National Student Forum, in view of the fact that his work at Harvard makes it impossible for him to take any active part in the executive work of the organization: Resignation accepted. The election of a new chairman was postponed for consideration at the next meeting of the Executive Committee.

III. Election of a New York Executive Council from the Executive Committee at large whose function shall be to advise frequently with the officers of The National Student Forum during intervals be-

tween meetings of the Executive Committee: After discussion, it was moved, seconded and carried that the Executive officers be empowered to appoint a committee of five from the Executive Committee to act as the Executive Council with full powers of the Executive Committee, the Council to submit reports of its activities to the members of the Executive Committee.

IV. The National Student Forum annual conference: Considerable discussion as to the season for the national conference of the Forum. Because several sectional conferences are being called this fall with the cooperation of The National Student Forum, the committee decided to defer the calling of a national conference until early in the spring.

V. Formulation of policy of The National Student Forum concerning the use of the lists of the Forum by other organizations: Moved, seconded and carried that the officers shall permit literature and announcements of other organizations in which students might be interested to be sent out from the offices of The National Student Forum. Co-operation will be given other groups when it is possible, but in no case is the Forum to affiliate with other organizations.

VI. Consideration of a plan submitted by Mr. Robert Dunn of the American Civil Liberties Union for active student cooperation in arranging and reporting their civil liberty test meetings: Plan from Mr. Dunn read. It was moved, seconded and carried that the office of The National Student Forum be advised whenever student cooperation would be valuable in instances of violations of constitutional rights and that the Forum take steps to interest active students in the vicinity of the disturbance.

VII. Subscription of funds for the work of the organization by members of the Executive Committee. The matter was considered, but for lack of a quorum nothing definite was decided.

Meeting adjourned at 5:30 P. M.

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